

In Home Tennessee Framework

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I. Introduction

The Tennessee Department of Children's Services (DCS) is implementing an initiative to strengthen and improve in-home services through the development of the In Home Tennessee Framework; the assessment and development of an effective array of services, and the engagement of children,youth, families, and community partners in service planning and service delivery processes to achieve safety, permanence, and well-being; . To achieve these goals, DCS worked with the Atlantic Coast Child Welfare Implementation Center (ACCWIC) and received technical assistance from the National Resource Center for In-Home Services in authoring this framework.

To develop an in-home services framework, these agencies collaborated to obtain stakeholder input, and information regarding case practice, and in-home service trends through three avenues:

1. Review of Best Practices for in-home services case management and guidelines for service delivery
2. Case record reviews conducted on in-home (non-custody) cases from the pilot regions of Upper Cumberland and Davidson to establish baseline population needs
3. Focus group discussions with workers, supervisors, and providers.

The resulting framework is intended to define in-home services for Tennessee DCS as well as define the core values, guiding principles and practice expectations for case managers, supervisors, administrators and providers.

II. Overview of DCS In-Home Services

Families and communities are best suited to promote the healthy development and care of children. When families are vulnerable and DCS assistance is required, services are most effective when the inherent talents, skills, and abilities of the family and community are mobilized.

In-home services are those services provided to children and their families who are involved in non-custodial cases in order to minimize risks to child safety through addressing identified child and family needs, and enhancing well-being and permanency.

The safety, well-being, and permanence of children are paramount to effective in-home services practice. These services can begin through Child Protective Services, Juvenile Court or post-reunification. Therefore, all case managers who provide in-home services, including CPS case managers and Family Service Workers, use the entire system of care to empower families in order to improve the family's ability to adequately care for their children while maintaining their safety in the home.

DCS strives to respect the values and range of diversity—ethnic, racial, cultural, religious, lifestyles—as well as the physical and mental challenges of those served. This occurs when case managers, practitioners, and organizations accept and respect differences, engage in ongoing cultural self-assessment, expand their diversity knowledge and skills, and adapt service models to fit the target populations, culture, situations, and perceived needs.

When in-home services are needed, DCS will respond in a family-centered and strengths-supportive manner. If the family is unable to meet the child's needs, DCS will collaborate with the family to develop a community-sensitive, culturally aware permanency plan, which may include custodial or non-custodial out of home care.

In-home services encourage and support the family's involvement in making decisions for their children. A climate of community collaboration is nurtured as a way to expand the supportive network available to children and families.

Mission of In Home Tennessee

In Home Tennessee supports and enhances the DCS Mission of fostering partnerships to protect children, develop youth, strengthen families, and build safe communities. This will be achieved by building organizational and community capacity, improving access and quality of services, and enhancing how we work with families.

Goals

- Assist families in providing safe care for their children within their homes and communities.
- Assist families in developing protective capacities.
- Assist families in gaining access, developing, and using resources to effectively meet their families' needs.
- Assist families to reduce risk in order to prevent repeat maltreatment.

Core Values

- Families have the capacity to provide safe and stable homes for their children.
- Families are respected as partners.
- Families have strengths that are valued and supported.
- Families are engaged in developing their individualized service plan.
- Families are provided with culturally responsive and community based services.

III. Framework

DCS is committed to quality service delivery to children and families. The purpose of this framework is to outline the skills, strategies, activities and responsibilities that underscore our in-home services approach to working with families. Commitment to these skills in practice leads to a clear focus in our work with families, a deeper understanding of familial issues influencing child safety, well-being and permanency and a clear means of identifying specific service needs. Ultimately, it is the goal that following these practices will lead to a reduction in repeat maltreatment through service provision designed to strengthen families.

This framework guides in-home practice by identifying in-home practice strategies informed by the DCS Practice Wheel. Using these in-home practice strategies in concurrence with the DCS Practice Wheel will promote a commitment to best practices for in-home cases.

DCS Practice Wheel

The skills or “spokes” of the DCS Practice Wheel (See Appendix A) will be utilized in order to assess and monitor progress toward safety and service goals. The six skills of the Practice Wheel include engagement, team formation, assessment and understanding, planning, implementation, and tracking and adaptation.

The case manager assists the child and family by:

- Engaging the family and others by forming an effective team
- Assessing needs, strengths, and resources, including safety concerns
- Developing and implementing the family plan
- Tracking and adapting the family plan until goals and identified outcomes are achieved

In Home Tennessee Practice Strategies

Assisting families in resolving issues that affect child safety, well-being, and permanence requires a problem-solving approach that values family participation, and consideration of family strengths, needs and culture.

In Home Tennessee Practice Strategies include:

- Focused: early, targeted, and consistent, attention to needs.
- Inclusive: family perspective on problems and issues sought and encouraged.
- Individualized: tailored services to the unique qualities and characteristics of the family.
- Coordinated: linkage to internal and community resources.
- Collaborative: decisions and plans informed by the perspective of relevant stakeholders.



IV. Core Practice Skills

The practice skills guide the following case manager activities. These activities comprise a continuum from initial engagement and teaming through service planning, and tracking and adaptation.

Engagement/Teaming

Engagement begins during the first encounter with the family. Meaningful and inclusive engagement sets the tone for honest, empathetic and respectful teaming during every stage of the family's involvement with the child welfare agency. Successful engagement applies to interactions with all child welfare partners, such as extended family members, services providers, and community members. Focused engagement and teaming is early, targeted, and consistent.

Activities

Case Managers will:

- Routinely affirm with the family that the intent of the Department is to help the family keep the child safe and address mutually identified problems to reduce the risk of the child being removed from the home.
- Engage the family members in a process to identify family strengths (and protective capacities?) that provides a foundation for change and stability, reduces the risk of out-of-home placement, and addresses factors that place children at risk.
- Gain an understanding of the family's perceptions and current situation at each visit and allow for flexibility. The case managers must also consider that his/her behavior and attitudes can significantly increase the chances that a positive relationship will develop.
- Build relationships with families based on empathy, respect and genuineness.
- Help the family maintain a realistic perspective on what can be accomplished and how long it will take to do so.
- Elicit the family's feelings and concerns throughout the case-planning process.
- Engage in a collaborative decision making process regarding outcomes, goals, and tasks with family members, their networks, other supports and providers.
- Consult other providers when there is a specific client condition or behavior that requires an additional level of expertise.
- Determine whether outside referrals are needed by reviewing the gathered information and assessing whether significant questions still exist about the risks and strengths of the family.

- Maintain regular contact with the provider if service provision beyond the in-home service case manager's is warranted, and communicate and clarify all gathered information in order to provide focus and to make any further case planning decisions.

Assessment

Assessment is an ongoing process of collecting and evaluating the information needed to make decisions in a timely, culturally competent manner in keeping with the goals of child safety and family stability. A comprehensive and individualized family assessment should emphasize strengths, (protective capacities?) identify needs, and analyze critical information in order to develop solution focused service plans that sustain safety, well-being, and permanency for children and families.

Activities

Case Managers will:

- Assess the safety of each child at every contact.
- Be specific with the family about the purpose of each contact and avoid technical or professional terminology.
- Gather, organize, and analyze information to arrive at accurate conclusions.
- Continually assess with families their strengths and needs in order to determine the most appropriate interventions and services to support strengths, reduce risk, and achieve established desired outcomes.
- Understand that conducting assessments of the family and the child is the collective responsibility of the worker and family team. Underlying concerns should be addressed by using the collective support of the team.
- Share collective responsibility for ongoing assessment of the family and the child with the team.
- Complete assessment tools at integral points in order to assist the family in making service plans.

Planning and Implementation

The Family Permanency Plan is a working document that identifies family strengths, protective capacities, opportunities for growth, and uses individualized assessments to identify coordinated resources and services. The plan includes tasks for each member of the team. The family plan establishes desired outcomes that are specific, measurable, achievable, realistic, and time limited. Developing a family plan is a collaborative process informed by the perspective of relevant stakeholders, in that, family buy-in increases the likelihood that desired outcomes will be

achieved. Implementation of the family plan will be timely and consistent with a family centered approach. Successful implementation of the family plan will minimize risk to each child and optimize the family's ability to attain their desired outcomes. In the implementation process, the intensity of services will be sufficient to support the family's achievement of desired outcomes. Plans are changed as tasks are accomplished, barriers are identified, risks are reduced, and assessments tools are completed to provide additional or different direction.

Activities

Case Managers will:

- Complete the Family Permanency Plans throughout the family's involvement with the Department, always taking into consideration the unique characteristics of the family's culture.
- Create plans that reflect the use of formal and informal resources.
- Arrange, provide, coordinate, monitor, and evaluate the delivery of services to children and families. These services and resources should help families develop the capacity and resourcefulness to achieve sustainable independence.
- Identify any single or combination of services based on the unique needs of a specific family.
- Consider the quality and effectiveness of the services, the service's accessibility for the family, and the service's or service provider's responsiveness to the family and Department.
- Inform and engage the service provider to ensure an effective family centered approach to services. Communication between the case managers and service provider is paramount in continued assessment of progress and needs.
- Convene Child and Family Team Meetings (CFTMs) in order to engage families in making critical decisions for their children. Such meetings provide a forum for families to be active partners in discussing their plan.
- Encourage families to bring members of their support networks and communities to the family team. Actively include these informal and formal supports as fully participating team members.
- Actively work to ensure that family focused teams are built on the development of constructive relationships, being less adversarial, so that efforts can be concentrated on identifying and achieving beneficial outcomes.
- Understand that CFTMS are just one vehicle to ensure family engagement, other opportunities should constantly be utilized to include family in planning.

Tracking and Adapting for Progress

Tracking starts with implementing the plan and involves ongoing and collaborative efforts to ensure that services address specified needs. Adapting occurs as needs emerge or are eliminated through ongoing assessment and as relevant changes are made to the service plan. The completion of particular tasks and review or completion of assessment and tracking tools also support the monitoring and tracking process. The process of ending the relationship between the case managers and the family involves a mutual review of the progress made and the reduction of risk throughout the helping relationship.

Activities

Case Manager will:

- Evaluate if the services delivered, as outlined by the family plan, are having the desired effect in helping the family achieve the desired outcomes. If necessary, changes will be made to the service plan by the family team.
- Assess child and family progress towards safety by identifying the child's safety needs, determining if the child's safety needs have been met, and determining if there has been an adequate reduction of maltreatment risk.
- Evaluate with the family team that the risk that precipitated the involvement has been adequately reduced and that child and family functioning has improved before case closure consideration. Utilize proper assessments and tools during this process.
- Document any concerns that are still present when the family discontinues services to ensure that the information is available should the family be referred to the agency at a later time. Every effort should be made to help the family receive services through appropriate community agencies.

V. Training Framework

A training curriculum has been developed that supports the mission, outcomes and core values described in the practice framework. Research tells us that training alone rarely translates into sustained behavior change in the field. To support the transfer of knowledge to practice, the In Home Tennessee Implementation team has also designed a coaching framework outlined in Section VI that will support the acquisition and practice of these desired skills. The following transfer of learning process outlines the developmental steps required to ensure staff in each region is acquiring the necessary skills, practicing those skills, and receiving support and feedback from their leaders to bring about improved outcomes for families.

There are five consecutive In Home Tennessee trainings consisting of an *Intro to In Home Tennessee* and four skill workshops. The skill workshops are: *Practical Engagement Skills; Integrating Assessments; The Stages of Planning; and Implementing the Change Process*. Between the delivery of each of these trainings, supervisors and their teams will engage in Team Practice Enhancement Sessions that are designed to solidify the learning.

1. Intro to In Home Tennessee Training Course: This course covers key questions about In Home Tennessee: What is it? Why are we doing it now? How are we doing it? What's different? What is in it for me? What do I do now? Staff is introduced to the mission, goals, core values, and practice strategies of In Home Tennessee to build their awareness of the new practice model and better understand their role and responsibilities in the practice change. The Introduction to In home Tennessee course presents an overview of the In Home Tennessee initiative; including its key components; the Practice Framework, which lays out the structure for in-home practice; the Service Array Process, which assesses and develops a plan to improve in-home services and the Coaching Framework which will help to strengthen supervisors and staff as they work towards their own professional goals.

2. Skill Workshops

These workshops are intended to enhance the four core skills of In Home Tennessee Practice Framework. Workshops are geared towards a smaller audience so that skills can be practiced and

the course can be tailored to individual needs. This may be new information for less experienced workers, and review for more experienced workers.

- *Practical Engagement Skills*

Intended to provide workers with in-depth information on how to better engage with their families. Participants will learn how engagement is linked to self-awareness, specific techniques to use to engage, ways to respond to families in uncomfortable situations, and how to recognize barriers as well as signs of successful engagement. This course is also intended to provide supervisors with critical thinking opportunities around how they can support their workers to enhance their engagement with families.

- *Integrating Assessments*

Intended to provide participants with in-depth information on how to better assess and evaluate the families they serve. Participants will learn the importance of integration of informal and formal assessments which together inform case decisions, the ability to assess strengths within families and relate them to protective factors that are present in the family, and how to conduct complete and accurate assessments of the family risks and process these risks within the strength and risk continuum. This course is also intended to provide supervisors with critical thinking opportunities around how they can support their managers to enhance their assessment work with families.

- *The Stages of Planning*

The Stages of Planning will discuss the process of case planning as it is broken down into four distinct stages. Participants will have the opportunity to apply these stages directly towards a case vignette that they will be given to work on with their small group throughout the duration of the training. In addition, participants will learn to recognize how to be SMART about planning and to consider cultural differences when matching services. This course is also intended to provide supervisors with critical thinking opportunities around how they can support their managers to enhance their work with families.

- Implementing the Change Process

Implementing the Change Process is designed to provide workers with in-depth information to better understand how plans are successfully implemented and to recognize the importance of following-up with a family's progress through tracking and adjusting the case. Participants will learn how to recognize the conditions that are necessary for a successful change. They will also learn about the action steps that are required for successful tracking and adjusting of a case, and they will apply this knowledge to a case example. Additionally, this course is intended to provide supervisors with critical thinking opportunities around how they can support their managers to enhance their work with families.

3. Practice Enhancement Sessions

These sessions create an opportunity for in-depth, practical exploration of training concepts. They are vehicles for team leaders to help staff:

- Master material from training,
- Support staff as they apply new skills and knowledge and,
- Guide staff as they adapt what they learn to local needs & conditions.

These sessions are also an excellent opportunity for supervisors to positively demonstrate the parallel process between supervisor to supervisee and supervisee to client. Practice Enhancement Sessions and activities should occur at least once monthly, after each In Home Tennessee skill workshop. Team Leaders may be assigned a master coach to assist or guide the practice enhancement sessions. A brief monthly report outlining the activities will be submitted by the session leader to the Regional Administrator. Each region will develop their own report out process.

VI. Coaching Framework

Training and coaching is the acquisition of new knowledge, skills and abilities coupled with the provision of observation, instruction, and feedback. These are two of the key components that research has shown drive successful implementation. This coaching framework is intended to ensure not only a transfer of knowledge from training, but to strengthen the quality of supervision as a whole.

The International Federation of Coaches (ICF) defines coaching as: "partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential." "Coaching is highly focused on individuals designing their future – and that of their organization – and achieving excellence through setting personally and professionally challenging goals and committing to taking the actions necessary to achieve them" (Byrne, 2007).

In the field of child welfare, coaching is being utilized in work situations to focus on specific skills and abilities to reach specific outcomes, enhance performance and develop deeper levels of critical thinking. Additional benefits commonly achieved through effective coaching programs include building confidence, creating a commitment to change, clarity of thinking, commitment to action, enhanced communication skills, and an empowered organizational culture (Byrne, 2007).

The National Implementation Research Network includes coaching as one of its core implementation components (NIRN, 2008). The NIRN research cites several reasons why coaching is helpful for effective implementation:

1. Newly learned behavior is rudimentary compared to performance by a master practitioner,
2. Newly learned behavior is fragile and needs to be supported in the face of reactions from consumers and others
3. Newly learned behavior is underdeveloped and will need to be shaped to be most functional in a service setting.

Development of a Coaching Culture: Organizational Structure of Implementation

Coaching provides the participant with structure, support, and feedback to help define and achieve professional and personal goals. One of coaching's primary tenants is that people have the resources to solve many of the challenges they face; the role of the coach is not to "fix" people but to support them in accessing the resources they already have. Creating a culture of coaching in an organization provides a safe environment for managers, employees, and in turn, the families we serve to achieve goals and embrace change.



Achieving and sustaining a coaching culture is accomplished through the development of leadership, practice, and supervision coaches. The below chart outlines In Home Tennessee Coaching Model.

In Home Tennessee Coaching Model	Developing Leadership	Supporting Practice	Strengthening Supervision
Training Focus	Coaching skills that will help develop leaders, and enhance coachee's professional development	Skills that will enhance practice, used primarily during facilitated transfer of learning sessions	Coaching skill set and mindset to build a supportive and developmental culture
Coaches	Coaches may be, but are not limited to, RAs, Deputy RAs, and Team Coordinators	Coaches may be, but are not limited to, regional trainers, TLs, TCs, CM3s	Coaching in Supervision would be practiced by all who provide supervision
Major Elements	<ul style="list-style-type: none"> • One to one, Special time and mutual commitment to coaching are key • listening, and providing support to coachee in developing strategies to address leadership challenges • The coach supports the individual's commitment to meeting his/her goals or addressing issues he/she has identified • The emphasis is on inquiry rather than direction • Sample issues: Dealing with change, understanding priorities, being more effective in delegating and communicating expectations and being more effective in giving feedback 	<ul style="list-style-type: none"> • Coaches support staff as they apply new skills and knowledge • Guide staff as they adapt what they learn to local needs & conditions. • Coaches offer strength-based feedback, with the intention of strengthening skills and identifying opportunities for improvement from a developmental perspective • Coach models coaching skills for staff– so they can replicate coaching with their families 	<ul style="list-style-type: none"> • Supervisors are focused on strength and skill development over time, in addition to day to day instruction and oversight • Supervisors are asking more questions and giving less direction • Supervisors are using language of commitment and holding team members accountable • Supervisors are seeking feedback from team members on how we can be more effective in our work with them • Supervisors are consciously modeling strength-based leadership all the time

Appendix A. DCS Practice Wheel



Appendix B. Related Policies

Links to Engagement and Teaming related policies and/or protocols:

DCS Policy 14.27 - Family Crisis Intervention Services:

<http://www.state.tn.us/youth/dcsguide/policies/chap14/14.27.pdf>

DCS Policy 31.7 - Building, Preparing, and Maintaining Child and Family Teams:

<http://www.state.tn.us/youth/dcsguide/policies/chap31/31.7.pdf>

DCS Stages of the Child and Family Team Meeting (Policy 31.7 attachment):

<http://www.state.tn.us/youth/dcsguide/policies/chap31/31.7Att.pdf>

DCS Child and Family Team Meeting Protocol:

<http://www.state.tn.us/youth/dcsguide/policies/chap31/CFTProtocol.pdf>

DCS CPS Work Aide 3 - Child Protective Services Investigative Tasks and Activities

<http://www.state.tn.us/youth/dcsguide/policies/chap14/WA3.pdf>

Links to Assessment related policies and/or protocols:

DCS Policy 11.1 - Assessment Process and Tools

<http://www.state.tn.us/youth/dcsguide/policies/chap11/11.1.pdf>

DCS Family Advocacy and Support Tool (FAST) Protocol:

<http://www.state.tn.us/youth/dcsguide/policies/chap11/FASTProtocol.pdf>

DCS Family Functional Assessment (FFA) Protocol:

<http://www.state.tn.us/youth/dcsguide/policies/chap11/FFAProtocol.pdf>

DCS Policy 14.4 - Engaging Families - Family Functional Assessment and CFTMs:

<http://www.state.tn.us/youth/dcsguide/policies/chap14/14.4.pdf>

Documentation of the Family Functional Assessment Process:

<http://www.tn.gov/youth/dcsguide/manuals/Documentation%20of%20the%20Family%20Functional%20Assessment%20Process%20..pdf>

DCS Policy 14.5 - Child Protective Services Planning, Initiation and Assessment of Safety and Protection:

<http://www.state.tn.us/youth/dcsguide/policies/chap14/14.5.pdf>

DCS Policy 14.26 - Multiple Response Assessment Track:

<http://www.state.tn.us/youth/dcsguide/policies/chap14/14.26.pdf>

DCS Policy 14.29 -Multiple Response Services (MRS)/Family Services Worker Responsibilities:

<http://www.tn.gov/youth/dcsguide/policies/chap16/16.60.pdf>

Links to related Planning and Implementation policies and/or protocols:

DCS Policy 14.2 - Family Permanency Planning for DCS Non-Custody Cases:

<http://www.state.tn.us/youth/dcsguide/policies/chap14/14.2.pdf>

DCS Policy 31.1 - Family Permanency Plans:

<http://www.state.tn.us/youth/dcsguide/policies/chap31/31.1.pdf>

Links to related Tracking and Adjusting policies and/or protocols:

DCS Policy 14.8 - Child Protective Services Investigation Case Transition or Closure

<http://www.state.tn.us/youth/dcsguide/policies/chap14/14.8.pdf>

Appendix C. Roles and Responsibilities of In Home Tennessee Staff

Administrator

The In Home Tennessee Administrator has a leadership role in the development, implementation, delivery, and evaluation of agency services and programs. The administrator helps establish policy and practice guidelines within the context of the agency's mission, service, and program objectives, regulatory requirements, and the needs of the families in the community.

Administrators will be responsible to:

- Ensure that in-home services:
 - Are provided in compliance with local, state, and federal laws, regulations and policies
 - Are provided in a manner consistent with sound social services principles and practices and with the agency mission and core values
 - Are meeting the needs of families and communities
- Ensure that state and local practice standards are incorporated and implemented throughout case managers' practice.
- Ensure effective collaboration and problem-solving with other agency departments/divisions/program services.
- Ensure that In Home Tennessee staff has the necessary training, supervision, support, and guidance in order to perform their job responsibilities.
- Monitor and evaluate the overall performance of in-home programs and services and engage staff in a problem-solving and service delivery improvement process.

Supervisors

Supervisors guide the decision making process to ensure child safety, well-being and permanence. The supervisor will respect the case managers' perspective and work with the case managers to gather thorough and accurate information, analyze the information thoughtfully, and draw reasonable conclusions.

The supervisor will provide guidance to case managers through the case conference process. The consult includes reviewing the case documentation and service provider materials, as well as having a verbal discussion with the case managers.

Supervisors are responsible for the following steps when reviewing cases:

- Review for risk factors.
- Review and assess the case managers' skills in identifying and assessing the impact of a range of critical issues and provide opportunities for learning.
- Assist the case managers in using the assessment of family strengths to develop service plans and evaluate progress toward the family's desired outcomes.
- Assist case managers in determining how to engage families in decisions concerning next steps in the service delivery process.
- Use the case review process to identify case managers' training and professional development needs.
- Review cases for completion of tasks and policy compliance.
- Discuss casework barriers and focus on successes.
- Respect the knowledge of the case managers.
- Review general steps in problem solving.
- Consider remaining needs or concerns.

Timeframes for case conferences are outlined in the policies of the specific program areas. However, if the case manager is having difficulty at any point in the case, the supervisor should provide guidance to the case managers including whether to request a consultation with an interdisciplinary team or an evaluation of presenting problems by other experts.

Case Manager

The primary role of the Case Manager is to enhance families' capacity to keep children safe by connecting them to formal and informal resources. Case managers will ensure families receive high quality, community based and culturally sensitive services when appropriate. The foundation for providing case services involves approaching each family with genuineness, empathy, and respect.

The case manager will:

- Continually assess for child safety.
- Understand the dynamics of family relationships and any potential impacts to the success of provided services and goal achievement.
- Identify and build on family strengths and skills to achieve desired outcomes.
- Engage families in the case planning and service delivery processes.
- Advocate for families to receive high quality services.
- Direct case management services.
- Link families to community services.
- Monitor and evaluate service delivery.
- Develop collaborative relationships with service providers.
- Communicate with service providers to ensure they are aware of the desired outcomes.

Services Provider

The role of the service provider is to partner with case manager and family to enhance families' capacities to keep their children safe in their homes. The service provider will assist families and case managers in developing and carrying out a plan designed to maintain their children safely in the home. Service providers will actively demonstrate respect and sensitivity for individual and family diversity.

The service provider will:

- Provide services that help to minimize risk and enhance families' capacity to keep children safe within the community.
- Use a strengths based assessment to align needs with services.
- Identify and link to formal and informal community based resources.
- Empower families to use formal and informal resources for future problem solving.
- Recognize that families are equal participants in the service planning process.
- Provide services that are focused on permanency and stability.
- Have a customer service orientation and ensure family satisfaction.

